



## **“As Good As We Are, What Will it Take to Make Us Even Better?”**

by Deb Lecklider, Executive Director, IPLA

**A**s the Academy enters into its second decade of service, the Indiana Principal Leadership Academy makes a strong commitment to ensure that our curriculum and programs continue to strengthen the role of principals. Our newly revised mission statement states, “The Indiana

Principal Leadership Academy is committed to strengthening the leadership of principals. Focusing on people, the Academy provides innovative and uncompromising quality services for educational leaders to improve school communities.” Because of the past success of the Academy, we choose to ask the question... “As good as we are, what will it take to make us even better?”

“A nationwide survey of more than 500,000 parents, students, and teachers suggest that quality in schools is leadership-driven. We are finding that parent and teacher satisfaction with districts is largely determined by their perception of school leaders.” (John Geraci, Gordon S. Black Corporation, 1998.) Over and over, the literature tells us the principal plays a pivotal role in building a learning community. Principals are important!

John Maxwell describes the incredible impact of leadership in his book, *The 21 Irrefutable Laws of Leadership*. Several statements caught my attention, and I would like to share a few of my favorites:

- Everything rises and falls on leadership.
- Leadership makes the difference.
- Leadership determines the success of the organization.
- Don't forget to take others with you to be the leaders of tomorrow.

Last September, we convened a special group of people to form a Blue Ribbon Design Team. They accepted the challenge of envisioning schools of the future and foreseeing the role of leadership for the new millennium. This meeting was our first step. (In the last issue of *Special Edition*, we included perspectives from students from Chauncey Rose Middle School.) Seeking organizational excellence, our next step is to reconvene members of the Blue Ribbon Design Team to develop long-range goals that will provide direction toward program improvement over the next five years. Action teams will be assembled to develop strategies that will specifically address each of the goals.

*(continued inside front cover)*

### **What's Inside**

As Good As We Are (continued)	2
Outreach '99	2
Summer Team Building	3
Institute Information	
Books for Leaders	3
Team Building	4
Home Schooling	5
Commitment to Restructuring	6
Summer Team Building	7
Institute Registration	
What's Happening	Back Cover

# "As Good As We Are"

(continued from front cover)

The following is an excerpt from the Blue Ribbon Design Team monograph prepared by Dr. Rebecca Libler, Interim Associate Dean for the School of Education, Indiana State University:

"The role of the school principal is evolving from the characterization of the principal as a strong, forceful leader who provided the impetus for change and improvement with the school by dint of personality alone. In restructuring schools, principals demonstrate such skills as leading through and with others, not by dictating but by facilitating. Short

and Greer (1997) and Lambert et al (1995) reinforce a new definition of the principalship as one of empowering others, facilitating, and relinquishing control of decision making. Their studies have found that the principal's role includes resource finder, facilitator, shared-decision maker, innovative thinker, and student advocate. The principal functions as the conscience of the school, providing a continuing focus on students. The principal's actions and decisions are guided by a vision of education, frequently created jointly with the staff; and in all cases this vision is clearly and repeatedly articulated within the school learning community.

Today, the principal is not the only educational manager, leader, and educator in the school. The creation of a learning community requires the principal to reexamine, redefine, and expand the multiple roles as principal. The principal must provide the facilitative leadership that will make a difference in the lives of children."

Keeping with IPLA's tradition of excellence, I believe our mission is one of servant leadership. IPLA's commitment to you is to remain on the cutting edge of training practices and leadership issues. We will listen and learn and make ourselves available. And in the words of Jim Ellsberry, "Our strategy is to move from today's best effort to tomorrow's best vision."



## Special Education: Reaching Out to All Kids

If you have a special education student in your school, or think you might have one in the future, you are included in the category of principals who would benefit from the Outreach '99 special education workshops. Presented by the IPLA Alumni Association and the IASP, with the support of the Indiana Department of Education, this promises to be a very important and worthwhile morning. The sessions will feature Bob Marra, Director of the Division of Special Education; and Lisa Tanselle, Indiana School Boards Association, two TOP EXPERTS in the area of special education in the state.

**Mark the  
following dates  
on your calendar:**

**March 16**  
**Indianapolis Marriott East**  
**Indianapolis, Indiana**

**March 17**  
**Holiday Inn**  
**Jasper, Indiana**

**May 12**  
**Grand Wayne Center**  
**Fort Wayne, Indiana**

**May 13**  
**Radisson Hotel at Star Plaza**  
**Merrillville, Indiana**

If you have (or think you will) ever be involved in a case conference, a discussion about ISTEP+ testing and special education students, and/or other accommodation issues, you won't want to miss it. Invite other members of your school and/or corporation who could benefit from attending.

**Please call the IPLA office at  
317-232-9004 if you need a  
registration form.**

*Robert McDaniel, President  
IPLA Alumni Association*

# LEADERSHIP

## Summer Team Building Institute

**E**ach summer, the Indiana Principal Leadership Academy and the IPLA Alumni Association host a summer institute for teams of educators. Held in Nashville, Indiana, the focus of the institute is team building. It is our belief that unless we meaningfully work together as educators and communities, significant improvements among our schools will not likely occur. Working collaboratively, teams have a direct impact on the effectiveness of your school.

Having approximately 200 individuals from across the State of Indiana attend this four-day institute means providing quality, motivational experiences for our participants. We include such activities as symbolism, empowering teams, problem solving, consensus building, prioritizing, non-verbal communication, conflict resolution, and much more.

If you are interested in attending our Summer Team Building Institute, please send in your registration form soon. One is included on the inside back cover. It's already filling up... so act fast!

### COMMENTS FROM LAST YEAR'S INSTITUTE

**"I can't say enough about the quality of the institute. As a graduate of EPPSP, IPLA and Advanced IPLA, I have had numerous experiences. THIS WAS THE BEST. Every speaker kept your attention, inspired and offered much to take home. Every participant had to feel special. I can't give enough praise. Thank you!"**

**"This was the best conference I've ever attended. You made me feel so special!"**

**"You give us the desire to go back and make our schools better."**

### BOOKS FOR LEADERS



### Best Practice, New Standards for Teaching and Learning in America's Schools

by Steven Zemelman, Harvey Daniels and Arthur Hyde

This book assembles the current standards for instructional excellence in the main teaching fields: reading, writing, mathematics, science and social studies. Drawing on recent reports from the leading professional societies and research centers, the authors summarize the state of the educational art in each key curriculum area.

### 100 Ways to Build Teams

by Carol Searce

This book puts in your hands easy-to-use techniques for: building trust, establishing a team mission, selecting a leader, celebrating successes. In addition, a special chapter offers techniques to use when you encounter the resistance that sometimes surfaces when building teams.

### The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life

by Parker J. Palmer

Stepping back from the current education debates on curriculum and methods of assessment, the author examines the inner life of the dedicated teacher. This inspiring exploration shows what it means to teach, what it takes to truly connect with students, and the importance of self-realization.

### Bringing Out the Best in Teachers: What Effective Principals Do

by Joseph Blase and Peggy C. Kirby

This book provides an overview of successful motivational strategies, written entirely from the teachers' perspective—based on data from surveys of 800 teachers.

## Team Building: An Important Process for Tomorrow's Schools

by Jack Parker - Associate Director, Indiana Principal Leadership Academy

**"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."**

*Source Unknown*

**A**s the complexities of our lives increase, the expectations we place on ourselves and others increase. In today's society, opportunities for enrichment are countless as we have acquired increasingly more eclectic tastes. As we approach the millennium, demands for a fuller, more diverse culture require us to become more interdependent. For schools to be continually relevant, it is necessary for them to become more interdependent as well. With this, comes the pressures that are placed on schools and school administrators to do more and more each year.

School principals can not do it alone. One person can no longer be everything to everyone in an enterprise as large and diverse as a school. The services that a typical school provides are becoming too numerous to expect one person to be an expert in all areas. It has been said that one plus one equals three; meaning that two people working together can accomplish more than they would have if they had worked individually. High functioning teams are the key for dealing with the increased demands that are placed on schools and school principals.

**"You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime."** - Babe Ruth. Understanding the characteristics of a successful team is helpful in leading a team to its ultimate goal. Successful teams have many characteristics. They include:

### TRUST

It is important to create a relationship of trust among those involved in any team. If a relationship of trust and understanding is not present, team members will be unable to work together.

### DIVERSITY

I have been a long believer that smart people learn from their own experiences; however, a wise person learns from the experiences of others. To consider the opinion of others and use their experiences to form your own perception is quite valuable.



### VISION

With the many different perceptions of the individuals that make up a team, it is important to create a shared vision. People can only work together when they know what other team members are working for. Many times the progress of a team becomes stagnant due to the lack of common direction. Time spent in identifying a common vision is imperative.

### CONNECTIVITY

In a typical business, products are developed by a team of people working towards a tangible outcome. The work is divided up among the employees, and whether directly or indirectly, everyone has some role in developing that product. The work that is done before and after each individual and the connections that are made with their work is quite evident because they are easy to "see." In a learning organization, connections are not as easy to see. Understanding how the work of one individual affects the work of another in creating a well-rounded, creative, knowledgeable, and resourceful young adult is imperative.

### EMPOWERMENT

Many think that "empowerment" is passe. We all know people that have become burnt out and are unable to function at a high level in a setting which provides them a great deal of freedom. In a field that has much less turnover than most others, it is important for school personnel to be reminded that what they are doing is important and valuable. Empowerment is a "powerful" tool. An individual that can identify the importance and value of their work will develop a sense of purpose. With purpose comes passion and with passion comes ownership. A motivated individual with a sense of passion and ownership is a powerful contributor to any team.

It is important for schools to have people with the ability to function as a member of a team. In a world that is evolving exponentially, individuals who have the ability to function as a member of a team will provide the best quality educational services for children.



## Home Schooling: “The Team Approach”

by Jerry Dixon - Principal, Willowcreek Middle School



Willowcreek Middle School in Portage, Indiana, has taken a new approach in regards to the concept of “Home-Schooling.” Rather than allowing a confrontation mode to develop between parent and school, we welcome and support their desire to home-school their children. We do not feel that we have compromised our position in believing that our school has more to offer, but we have adjusted our mind set and assure parents we will work with them.

We work with parents by sharing textbooks and teachers’ editions, and inviting their child to return to our school to participate in instrumental music, vocal music, computer programs, foreign language, physical education, field trips, after school intramurals and after school clubs.

Because the home-schooled students enjoy returning to school and participating with their classmates, our success rate is very high in having that individual return to the mainstream on a full time basis.

### Can Home Educated Students Take Part in Public School Educational Activities?

Yes... IC 20-8.1-3-17.3 (b) allows participation with the approval of the superintendent or school board. They can come to the agreed upon classes and return to their home school for the rest of the day. They can be counted in attendance, but only if enrolled for at least one class each day.

For example, a student could be enrolled for a course (e.g., computer keyboarding) with the superintendent’s permission. The student would be considered as attending the public school during the part of the day that the class met. Students enrolled for one class, or for up to one-half day’s worth of classes, would be counted as attending one-half day.

Students enrolled for more than one-half day would be counted as full-day students. If a student only participates in a class, but is not enrolled, the student would not be counted in attendance.

Please note that dual enrollment or attendance in the public school does not subject the home school to any additional regulation by the State or local public schools.

### Home Schooling Tid-Bits

provided by, Gaylon Nettles  
State Attendance Officer  
Indiana Department of Education

- Home schooling is a fact in education in Indiana.
- Parents, not the state, have the legal authority to create a home school.
- Home schooling is not, on its face, neglectful.
- Referral for alleged neglect is to Child Protection Services.
- Schools may enroll home educating students part-time. If enrolled, schools may receive funding.
- Although parents are required to register, home schooling may exist before registration. Registration with the state is an attendance accountability measure and not a quality control measure.
- Neither the Indiana State Board of Education nor the local school corporation has jurisdiction over nonpublic, non-accredited schools in curriculum or content of educational program. Home schoolers have several organizations in the state. The largest is the Indiana Association of Home Educators [IAHE]. Each spring they have a state convention at the Indiana Convention Center attended by thousands of adults and children.
- The Executive Board of the IAHE is composed of home schoolers who are judges, professionals, public school teachers and college professors.
- Home schooled children removed from public school are considered transfer students, not dropouts.
- The US Department of Education has considerable research now on home education that can be obtained at:

U.S. Department of Education  
OERI/Office of Research  
555 New Jersey Avenue NW, Room 517b  
Washington DC 20208-5573  
(202)501-7564

# PROGRAMS

## A Commitment to Restructuring, Community Partnerships and Increased Learning

by Dr. Rex Bolinger - Principal, Angola High School

**I**n the fall of 1995, Angola High School became Indiana's second high school to restructure around an intensive 4x4 block schedule. At the same time, processes were established to create an extensive partnership with businesses, industries, community agencies, and Tri-State University, a local private University. All of these things were done with one focus, changing the delivery of education to improve learning. The engagement of active learners, both in the classroom and community were sought.

In the summer of 1996, a team of school leaders, business leaders and members of the Tri-State University administration traveled to Peoria, Illinois, and spent two days with representatives of Caterpillar, Illinois Central College and the local high schools. Their model was of great interest to the group. From this beginning, two major partnerships have developed for Angola, Indiana students.

### WORKPLACE PARTICIPATION PROGRAM

Businesses and industries (large and small industries, businesses, retailers, banks, etc.) were asked to form a two hour per day classroom for one student. Students do not labor, but report there to be taught by CEOs, managers, department heads, etc. Each business was asked (and helped) to develop a nine week curriculum before a student could be placed. A school coordinator directs this phase for juniors and seniors within the school. Students earn credits as though they were taking elective courses at school.

In January of 1999, a pilot began to allow ninth and tenth graders to be bused to the same sites (one student per site in mornings) to receive one hour of instruction daily for nine weeks.

Students can repeat these experiences multiple times. Our goal is to help focus all students on their future educational needs and allow a dose of reality to happen earlier than usual.

### SCHOOL-TO-COLLEGE

This program allows students who may progress rapidly through a curriculum (i.e. math, science) to continue with college courses at Tri-State University. Tri State has connected to three Advanced Placement courses at AHS. If the students perform well in their advanced level courses, TSU will offer credits for their AP experiences and the TSU courses. Students then have a TSU transcript and may or may not choose to sit for the AP exam. A variety of college courses, independent of the AP program, are also offered. Tuition has been offset by grants from two foundations.

### COMMUNITY LEARNING CENTER

The Angola, Indiana community and Steuben County have recently broken ground for a new YMCA/Learning Center concept. Along with a new YMCA facility, a community learning center will be constructed. Its focus will be on "brokering education" in the sense that it will connect the providers of education with those in need of services. Businesses, foundations and private donors have supported and will continue to support this model.

The assessment of our efforts to date have been positive. We are collecting quantitative and qualitative data and comparing it to baseline data prior to these changes. The initial returns are positive. Our school GPAs, attendance rates, graduation rates and test scores are up. Students who are participating in these programs are showing improvement in similar areas. We cannot stress enough the importance of evaluation in any change or program development.

Angola High School is a model of change in progress. Our vision and mission will keep us on course. Our destination will always create a constant journey toward improvement. However, for Angola High School, partnerships will be the central theme of future change.

### About the Author and Angola High School

Dr. Rex Bolinger has been principal of Angola High School for 11 years. He was named Indiana's High School Principal of the Year in 1997. He currently serves on NASSP's Advisory Council to the National Alliance of High Schools. Angola High School was named Indiana's Blue Ribbon High School for 1997-1999. It was also named Indiana's Most Outstanding Successful High School (1996 and 1998) by the Indiana Association of Teacher Educators.



## 1999 Summer Team Building Institute

June 21-24, 1999

Seasons Lodge & Conference Center - Nashville, Indiana

\$99.00 per Participant

15 CRUs are Available for all Participants

School \_\_\_\_\_

School Corporation \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Team Leader & Title \_\_\_\_\_

Please attach a list of team members' names and titles.

Will this team be a first year team or an advanced team? ☐ Year 1 ☐ Advanced

Payment by: ☐ Check ☐ P.O. Enclosed ☐ Check to Follow

**Please make check payable to:** IPLA Alumni Association, Inc.

**and mail to:** Indiana Principal Leadership Academy • Summer Institute  
Room 229, State House • Indianapolis, Indiana 46204-2798  
Phone: 317-232-9004 • [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla)

**Registration is limited. Applications will be accepted on a first-come, first-honored basis.**

## What's Happening at IPLA

April 12-15 & 19-20, 1999

### Academy Sessions

Group 30 (4/13-15)  
Groups 31 & 32 (4/19-20) and  
Group 33 (4/12-14)  
Sheraton/Westin, Indianapolis

May 12, 1999

### Outreach '99 Regional Meeting

Grand Wayne Center  
Fort Wayne, Indiana

May 13, 1999

### Outreach '99 Regional Meeting

Radisson Hotel at Star Plaza  
Merrillville, Indiana

June 21-24, 1999

### Summer Team Building Institute

Nashville, Indiana

January 31-February 1, 2000

### 10th Annual Alumni

### Winter Conference

Sheraton/Westin, Indianapolis

## IPLA Staff

**Deb Lecklider**, Executive Director  
dlecklid@doe.state.in.us

**Jack Parker**, Associate Director  
japarker@doe.state.in.us

**Kelly Hannon**, Program Director  
khannon@doe.state.in.us

**Ruth-Anne Herber**, Administrative  
Assistant  
raherber@doe.state.in.us

**Maranda Cooper**, Secretary  
mcooper@doe.state.in.us

**Pam Parker**, Graphic Designer  
designwsf@aol.com

IPLA's Web Address:  
**[www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla)**

Indiana Principal Leadership Academy  
Indiana Department of Education  
Room 229, State House  
Indianapolis, Indiana 46204-2798

**SPECIAL EDITION**

